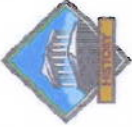




<p>Lesson 13</p> 	<p>“The Stamp and Tea Acts” History SS.400.50.03.a.2 Identify and sequence key events between the French and Indian War (Seven Years War) and the American Revolution.</p> <p>SS.400.50.03.a.3 Describe Maryland colonists’ reactions to changing economic policies from England using events that led to the American Revolutionary War, such as <b>boycotting</b> of goods, the Chestertown Tea Party and the burning of the Peggy Stewart.</p> <p>Political Science SS.400.10.02.a.2 Describe the role of key people in Maryland (William Paca, Charles Carroll, Thomas Stone, and Samuel Chase) and of the <b>Sons of Liberty</b></p>	<p>Teacher Resources HMTE page 50</p> <p>MATE pages 118-122</p> <p><a href="#">The Stamp Act</a> Discovery Streaming Video (0:55)</p> <p><a href="#">The Tea Act</a> Discovery Streaming Video (0:52)</p> <p>Student Resources MA pages 118-122 HM page 50 <a href="#">British Tax Acts</a> (Student Resource 11)</p> <p><b>Recommended Procedure</b> Explain to students that the French and Indian War was part of a war that involved much of Europe including Austria, Great Britain, France, Prussia, and Sweden. The countries waged war for seven years in Europe, India, and North</p>	<p>within this mini-unit: Revolutionary War Haversack.</p> <p><b>Extension Activity</b> <a href="#">Teacher Resources</a> <a href="#">The Boston Massacre</a> Discovery Streaming Video (2:38)</p> <p><a href="#">Student Resources</a> HM page 50</p> <p><b>Recommended Procedure</b> Show <a href="#">The Boston Massacre</a> and discuss.</p> <p>Students will choose one of the British Tax Acts from the chart on HM page 50 (Sugar, Stamp, Quartering, Townshend, and Tea Acts) to do an informational report, PowerPoint or video on it. Process Activity. [can be used as a graded activity worth 30 points]</p> <p><b>Additional Practice</b> <a href="#">Teacher Resources</a> <a href="#">Britain Pays for the French and Indian War: Taxation</a></p>	<p><a href="#">Teacher Resources</a> HMTE page 50</p> <p><a href="#">Student Resources</a> <a href="#">British Tax Acts</a> (SR 11) [can be used as a graded activity worth 30 points]</p> <p><b>Recommended Procedure</b> Students will complete the <a href="#">British Tax Acts</a> activity (SR 11) from the chart on HM page 50 (Sugar, Stamp, Quartering, Townshend, and Tea Acts).</p>
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 <p>in building the new American nation.</p> <p>Language Arts L.A. 400.60.08 Checking to verify that the response accurately answers the question asked</p> <p>L.A. 400.60.09 a Draw inferences from the text about ideas that are not directly stated</p>	<p>America. Consequently, it was referred to as the Seven Years War. Define <b>debt</b> as money owed and explain that wars often cause huge national debt, debt which is owed by a country. Have students predict the cost of the Seven Years War. Historians have estimated that the cost of the war today would be \$45 billion. Explain that Great Britain had only a few choices that would create enough money to pay the debts they had as a result of the Seven Years War.</p> <p>Read MA page 120 'More Signs of Trouble' to the class.</p> <p>Consider using the <a href="#">Was the Stamp Act Fair?</a> Supplemental lesson. <i>Note: adds an additional day to unit.</i></p> <p>Students read pages 120-121 including '<b>Sons of Liberty</b>'. Show <a href="#">Stamp Act</a> video clip</p>	<p><a href="#">without representation</a> Discovery Streaming Video (3:34)</p> <p><a href="#">Was the Stamp Act Fair?</a> Supplemental Lesson</p> <p><a href="#">Student Resources</a> None</p> <p><a href="#">Recommended Procedure</a> Show the video clip <a href="#">Britain Pays for the French and Indian War: Taxation without representation</a> and discuss.</p> <p>Follow the lesson plan outline in the Supplemental Lesson <a href="#">Was the Stamp Act Fair?</a> and discuss with the class.</p>
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Lesson 14 	<p>and discuss.</p> <p>Have students read page 122 'The Tea Act' <i>Note: stop before 'The Boston Tea Party'</i> and watch the video segment, <a href="#">The Tea Act</a>.</p> <p>Read HM page 50 'Tea and Taxes' and first two paragraphs of 'Maryland Colonists React' to the class, make sure to discuss the term <b>boycott</b> and share the "British Tax and Business Laws Chart" on HM page 50 with the class.</p> <p>Have students complete the <a href="#">British Tax Acts</a> organizer (SR 11).</p> <p>Vocabulary  <b>debt, boycott, protest, Tea Act, representative, Stamp Act, repealed, Sons of Liberty</b></p>	<p>Have students read page 122 'The Tea Act' <i>Note: stop before 'The Boston Tea Party'</i> and watch the video segment, <a href="#">The Tea Act</a>.</p> <p>Read HM page 50 'Tea and Taxes' and first two paragraphs of 'Maryland Colonists React' to the class, make sure to discuss the term <b>boycott</b> and share the "British Tax and Business Laws Chart" on HM page 50 with the class.</p> <p>Have students complete the <a href="#">British Tax Acts</a> organizer (SR 11).</p> <p>Vocabulary  <b>debt, boycott, protest, Tea Act, representative, Stamp Act, repealed, Sons of Liberty</b></p>	<p>Teacher Resources  <a href="#">Peggy Stewart</a> Directions and Answer Key (TR 3)</p> <p>Student Resources  <a href="#">Peggy Stewart</a> Flags</p>
<p>"The Tea Parties" History  SS.400.50.03.a.2 Identify and sequence key events between the French and Indian War (Seven Years</p>	<p>Teacher Resources  MATE page 122  HMTE page 50</p> <p><a href="#">The Boston Tea Party</a>  Discovery Streaming Video</p>	<p>Extension Activity  Teacher Resources  1) Tea Party at Chestertown (Magical History Tours) by H.A. Maxson (available in some schools, see your</p>	<p>Teacher Resources  <a href="#">Peggy Stewart</a> Directions and Answer Key (TR 3)</p> <p>Student Resources  <a href="#">Peggy Stewart</a> Flags</p>